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The Camping Magazine

Bernard S. Mason, Ph.D., Editor

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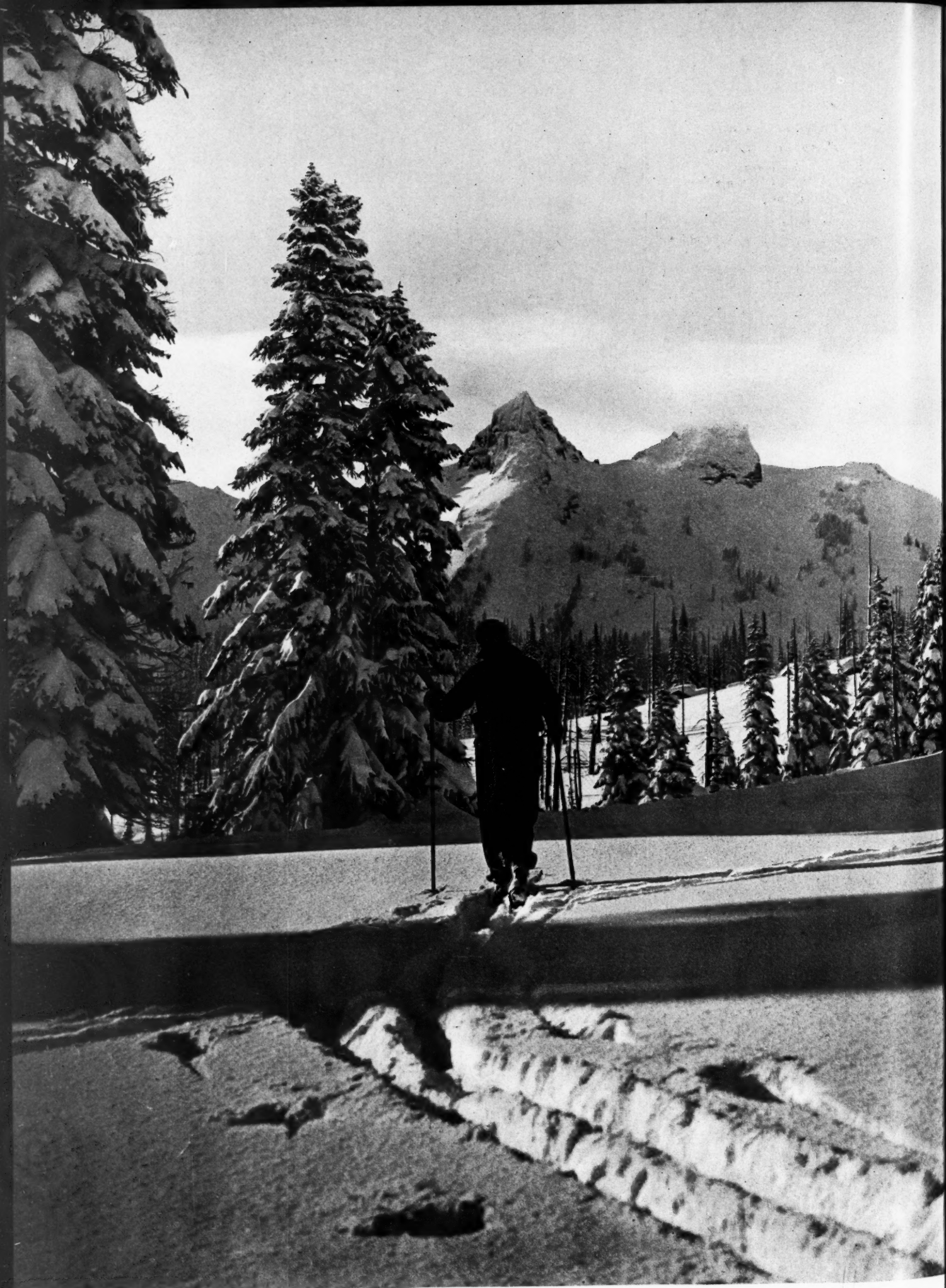
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Courtesy American Forests

"Snow Sentinels"

I Went to Camp and Found God

By

FRANK H. CHELEY

Director, The Cheley Colorado Camps

TOO often Camp is just another name for a period of the year's experience which is a highly elaborated merry-go-round of over-organization, composed of a perfect deluge of activity put together like a huge jig-saw puzzle and the Staff's main obligation, one of getting all the parts together as best they may in order to make a final "perfect picture."

Exhausted, both campers and counselors finally pack their belongings, at least such of them as they can retrieve out of the wild scramble and go home to *rest*, snug in the satisfaction that the thing *did* make a complete picture and that a logical place *was* found for every part; inspired possibly by the truth and a deep consciousness of the psychological principle that "the whole is greater than all of its parts." Such is much so-called camping; over-organized; over-supervised; over-motivated; mechanical; efficient—but so what?

If we remember correctly, the very first summer camping was done by the Israelites as celebrated in their annual Feast of the Tabernacles when in happy, care-free groups they left organization behind and went, for a few days, to live and find a simple life in huts of boughs, cooking over an open fire and sleeping under the stars, with the conviction that by this simple ceremony they could again, for another period of time at least, capture a consciousness of the presence of Jehovah in the daily routine.

All of which leads us to ask a simple but direct question: Just what did your groups of happy youngsters really *find* at Camp this year? Brown, healthy bodies, we hope; an opportunity to explore and investigate and "monkey" constructively, we hope; the acquisition of certain new skills growing out of new interests, we hope; the ability to know, adjust to and care for folks, we hope; an improved technique in caring for themselves and meeting successfully and with real satisfaction all sorts of new situations and emergencies, we hope; but, honest injun, how many of that same group of youngsters along with all the above, *also found God*?

That is not in the least a sanctimonious or even a theological question. It is a very practical and thoroughly justified question, for if a vigorous growing child, living exuberantly in the great out-of-doors (which is after all just God's Door-yard,) for a generous part of the year, doesn't come into a genuine consciousness of God at work and play in His universe, when and where and how is such an experience to come to him? Certainly not in a stuffy, unventilated Sunday School classroom or in the busy whirl of day school, music lessons, band rehearsals, dentist appointments and dancing lessons, important as they all are.

Good camping should be the Feast of the Tabernacles for every camper-child, unconsciously perhaps, but nevertheless genuinely. Wouldn't it add everything to the deeper, permanent values of camping if every child (and Counselor, too, for that matter) could come home at the end of a season of out-door living, and say, either audibly or by changed attitudes and characters, "I WENT TO CAMP AND FOUND GOD THERE!"

But you say, "That is a very nice sentimentalism but just how could you bring it about?" And the answer is, "It is not so difficult to do *provided* it is a definite part of your plan as you select a Staff and still a part of your plan *before* Camp begins; and still a part of your plan every day as you and your Staff and your campers set up your program; and still a part of your plan as you check accomplishments.

Suppose we take a leisurely trip over *your* camp with this idea in mind, assuming a genuine desire on your part that just exactly such an experience come to every single one of your campers as a part of your obligation to them.

I went to Camp and I found God in the NATURE ROOM for there I learned order and plan and purpose and infinite law expressing itself in beauty and color and utter loveliness. I caught a fresh understanding of life expressing itself fully according to its kind and

I saw in every growing, living thing God busy at His handiwork.

I went onto the ATHLETIC FIELD and there I found God in good sportsmanship and camaraderie; in exuberant self-expression; in the sacrifice hit and in the cooperation of good team play for a common end. I found goodwill and unfettered, uninhibited fun; the spirit of joy and health and vigor and life at its best in action.

I went into the CRAFT SHOPS and I found God creating, evolving beauty of form, manipulating materials and through all, wide-open avenues for imagination and deeply satisfying self-expression, for what is hand-work after all but self-expression dripping from one's fingers? There was the hum of happy, contented voices keeping tune with the hum of the lathe and the song of the sharp saw in seasoned wood. All about me little gods *building*, giving form to matter and feasting soul on purposeful doing.

I sat by the CAMPFIRE and found God; found Him in the deep warm fellowship of the friendship circle made beautiful by the rare tints and sapphire glows of the smouldering embers; an at-one-ness with the whole vast universe not experienced anywhere else in life. As the "flower that blossoms by night" opened its warm enchanting petals, the busy world of greed and strife and competition was pushed back and back out of the circle of light and we sat naked—a group of God's children—all in one and one in all, listening to the songs of the ages in the soft crackle of the fire. No one has ever really lived at all who has not sat quietly in reverent awe before a friendly campfire and listened to the God of Nature talk to him in the still small voice that makes no sound.

The finest moments I've ever lived, when I've come the very nearest to effectively tuning in to the Great Presence has been sitting relaxed before the glowing embers of a campfire; the blackness of the night about me; the glimmer of the starry heavens above me and the conscious nearness of friends, companions and pals. What an utterly delicious experience! So many campfires are persistently ruined by noisy hullabaloo.

I walked OUT UNDER THE STARS and I found God. I grasped infinity. I saw God at work in his vast laboratory thinking worlds into being without end and I felt myself caught up as a tiny part of the whole with a job to do

that is individually mine, and I saw myself as an individualized center of God-consciousness; a tiny wheel in the vast machine but with a purpose and a place and a destiny all my own.

I sat by a LILTING STREAM fresh from the snow caps of yonder mountains and I saw everything green and fresh and lush that it touched. It seemed to come from nowhere but it sang on its way—a vast, ever-moving, onward something coming from high sources and moving out into wide purposes and I thought how much like life it was after all, and I pondered on how I, too, might make myself flow out into longer helpfulness bringing inspiration and lift to those all about me. It was God stirring within.

I CLIMBED A PEAK and I found God, for there I caught a mighty vision of a world teeming with people, all needy and struggling and longing for better things; calling for leadership and instruction and encouragement and fellowship.

And I came back to my cabin, weary of leg but warmed in spirit and I RELAXED QUIETLY in my bunk and I found God. In the valley was the music of the stream, overhead were great drifting convoys of clouds; a cricket chirped in the corner by my bed; a deep sense of safety and protection and of peace that passeth all understanding came over me, and as I drifted into a restful sleep the words of the Psalmist of Old drifted past my mind instead of the clouds of a second ago:

"The Lord *is* my Shepherd. I shall not want. He maketh me to lie down in green pastures. He leadeth me beside the still waters. He restoreth my soul."

Enough! What about it? Is it a pipe dream? I wonder!

What *did* your campers *find* this summer besides the usual routine of good camping promised in your catalogue and in your movies—and what will they *find* next season and the next? If camping isn't more than merely another phase of the educational machine, then we as so-called educators have after all missed our mark.

Think it over! And then express yourself on the proposition. Should such experiences be a part of good camping or not? If not, why not? If so, how can we learn a better technique and be more certain of its effective use.

Shall it be just camping or shall it be camping plus?

"I Wish I Could Visit Other Camps"

By

REGINA McGARRIGLE

Director, School and Camp Department

The Parents' Magazine

"I wish I could visit other camps and see how they are doing things"—one hears this from camp directors everywhere. If they could only find the time for such a tour during a busy summer, they would find it is as rewarding as camping itself: recreational, because it is fun to be seeing new people and new parts of the country, educational, for obvious reasons, and character building in that it calls for so much patience and judgment and understanding.

Camps differ widely as do the thousands of men and women conducting them. Camps are made up of buildings, fields, waterfronts and human beings, so no two of them are alike. The most meagerly equipped camp may have a delightful air of excitement; the most elaborately equipped may be schoolish and uninspired. One director offers modern equipment; a second director, some special activity; and another, no program at all, as a reason for existence. That is why there is a camp for every child, and conversely, campers for every camp.

Every camp is equipped with a waterfront, dining and recreational buildings, cabin or tent colonies, athletic fields, variously arranged; but, withal, no two camps look alike. It is rare to find one completely unattractive in appear-

ance; but certainly the physical lay-out of the camp, the relation between buildings and landscape, determines the visitor's first impression. In one camp you find the buildings have been arranged conveniently along the waterfront; in another they have been scattered in pleasing relation to the treeline or slope; in still a third the buildings are placed all together in the open without relation to the terrain. And, so, from one camp you go away with the recollection of utility, from another, beauty, and from a third, no planning at all.

State health requirements have improved sanitation more than anything else, but state requirements still permit a wide latitude. Modern dietary practices have so improved the food in camps that meals are usually good enough, though this matter of food is still one of the most difficult for an outsider to check up on, because a city visitor dropping in for a single meal is apt to be over critical of the kind of food that is best for the active, growing camper, and camps vary greatly from year to year in the kind of table they set.

Basic camping practices have become almost routine. Water sports are usually well done everywhere through the medium of Red Cross or other waterfront regulations and programs.

Photographs by H. D. Barlow, Courtesy The Parents' Magazine





Photograph by Ewing Galloway. Courtesy, The Parents' Magazine

Formal athletics are seldom overdone, and individual skill in sports has again taken its place through competent leaders. Few camps are understaffed though the controversy regarding junior and senior counselors still rages. There is still, however, a tendency to count all adults on the grounds as staff.

Nature and crafts are parts of almost every program, and it is here, perhaps, that there is the most noticeable difference among camps. Nature practices go all the way from the formal nature hut, filled on assignment by groups, to an inspired interest in every evidence of plant and animal life. Probably, more nature-lore is absorbed than we know, for it is a rare child who does not respond to the "call of the woods." But the truly creative use of the outdoors, more important than identification of leaves and birds, is still largely an unexplored field.

The ideal craft program would exist only for the purpose of supplying the needs of this year's campers—to build a cabin, a bridge, etc., to provide some equipment or improvement for immediate use. Beyond this, for the rainy day session or for the quiet period, it should be possible to supply inspiration and the means for satisfying individual interests and needs. The craft shop is too often used as one of the show

places in camp, with artificial crafts that have no place in a summer program, or with such fine standards of workmanship that there is no time for either original design or progress in skill.

Size, alone, does not determine the type or measure of the camping job now that common practice dictates several age divisions. It is certain that some camps are too large, although there is a question whether any well-planned camp can be too small. In any case, if the director selects campers and does not just make enrollments, the element of size is a part of his whole camp philosophy. The director of any camp expects to know the name of every camper on the grounds soon after opening, and to be well-acquainted with each personality, so that size is a deterrent only with a director who has not this ability to make many warm contacts quickly. Some directors know a hundred boys or more by name in a short time; the director with a poor memory never quite catches up, if his camp is too large. And this is bad.

Price as a basis on which to judge camps is often misleading, because there are excellent camps at every price level. Camps of very moderate fee taking campers for just a two or three-weeks period often give the child a taste

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Training for Guidance

By
JAMES L. HYMES, JR.
Assistant Secretary
Progressive Education Center

THE MODERN CAMP CALLS FOR COUNSELORS TRAINED IN THE MODERN WAY

ONE factor which conditions counselor-training programs is that the camping world has a time schedule all its own. It usually is not a twelve-month world. It usually is not a slow world with an endless succession of days. It is a two-month world that seems to come, go—abruptly. In it there so often is not time for a program of counselor-education that builds on daily-growing foundations. So often whatever counselor-training there is to be must occur in a few days before camp begins.

Because of this, it seems basic to me that an effective training program must be predicated on an adequate salary budget. The training program should not be a salvage program. It must not be something designed to make hasty repairs in poor material. No program can make up to the campers the lacks that are created by an inadequate budget which does not allow the hiring of mature staff people. The first and fundamental factor in leadership training, then, seems to me to be economic. A fifty-cent salary and a leadership training program will not give leadership; a five-dollar salary alone may.

There are social and economic institutions, operating the year round, which do have the opportunity to train their staffs in a way that is frequently not possible in camps: namely, the day-by-day supervision over a long period of time, building successes on yesterday's mistakes. These institutions develop attitudes and skills that are as important in camps as they are in the institutions themselves. I feel that camps must more and more draw their personnel from the staffs of such institutions. Persons so obtained would be already trained. (At one time my feeling was that far too much of the usual camp training program was taken up with discussion of routine and administrative detail. My feeling now is, that, in a better life,

this kind of information would be the major kind that needed discussion. Well-paid and previously well-trained staffs would be quite familiar with educational theory.)

Of course, even if camps sometimes reach the stage where staffs are adequately paid and composed of fairly well-trained persons, there will always be a need for training programs. A training program is no substitute for a capable staff; and a trained staff does not do away with the necessity for supervision and education on the job. Let us look first at this question: What skills, facts, and attitudes are most important for a camp staff to have? We shall then go on to the question of how these can best be taught.

One of the first things the staff must undertake is to become thoroughly familiar with the campsite and with the immediate environment.

During the summer, a staff is faced with children's interests and children's needs. It will seek to meet these by providing experiences. The staff must, therefore, early know some of the answers to the question: What are potential sources of rich experiences?

Some of the knowledge that would serve to answer this question would come from exploration of trails, both those that show signs of having been followed and those that are waiting to be trod. It would come from following up streams, from poking around caves; it comes through knowing the geologic formations—the hills, the mounds, depressions, islands, rock formations, the soil composition. Somehow, soon, the staff should know north and east and south and west, should know the Indian Pipe and the quaking aspen; it should know the fish in the lake and what birds are in the woods.

The staff must know, too, the facilities in the nearby environment: Where is there a good truck farm? Where is there a dairy farm? Where is the milk pasteurized? What are the

facilities of the nearest library? What is the industrial life of the "big town"? Who runs the newspaper? In fact, who are the key people? Who is the local historian? Who lives in the old Dutch house? Who collects arrowheads; who, stamps? who, coins? Who raises bees? What is the history of the town? Where was it in colonial days? Why does it exist now? Who runs the town? What are housing conditions and labor conditions? Where does its water come from? What are its transportation and communication facilities?

In its exploration of resources, the staff should come to know what is available in the camp in the line of supplies. The athletic staff should not confine its knowledge to the number and variety of balls and bats, but should know as well as any other group whether a boy who wants to make a musical instrument will be able to find some of the material in the supply closet. The whole staff must come to know whether pulleys and rope are available, and whether buckets and shovels and cement are handy; whether fish hooks and lines can be borrowed or bought; whether beads and leather and reed are available. And persons, too; each staff member must soon become familiar with the interests and abilities of his colleagues. Who knows a lot about poetry? Who has studied printing and typography? Who knows clouds and stars and weather? Who knows moss? Whose experience would help a youngster to develop greater social sensitivity?

Perhaps along with this knowledge must go some training which will build a willingness to use the knowledge. There is a great temptation to fall back on the skills which one has, and on the areas where one feels thoroughly secure. It does call for an adventuresome spirit to use new knowledge, particularly when it is of a rather indefinite sort. Why leave camp with a group of children to make contacts with the manager of the railroad depot, when you can, so much more easily, stay in camp and play baseball? It is a spirit of experimentation which must be developed. It includes a willingness to fail sometimes, a willingness to say "I don't know," and a willingness to learn with children.

Another area of information that must early be understood by the staff is that large mass of detail which can best be collected under the heading: A Day In Camp. When do you get up? How do you know the bugle calls? When, how,

and who cleans the cabin? How can this best be organized? Who is K.P.? and how is this determined? When is swimming allowed? and boating. What are the limits of camp property?

There is a large body of minutiae of this type. It is all very specific. Its importance, however, is greater than is sometimes apparent. It is more than "knowing regulations." Much of it represents the mores of the camp, a body of knowledge that should soon become an unconscious part of the staff's background. Action governed by it should soon become automatic and unthinking. I feel this important because, in a significant way, children's security in camp is founded on some of this automatism. There is a comfort in knowing that there are some things that everyone does; that some things everyone does at much the same time; that some things everyone does in much the same way.

From the standpoint of a leadership-training program, this material presents two problems: the first relates to the manner in which the information can be presented to the staff, with stress on its underlying importance, and yet allowing the material only its proportionate share of the available time. The second question relates to ways of helping the staff organize the regulations, both for their own information and for the children's use. Well-organized, it can contribute to children's security; disorganized, it can become a stumbling block in relationships and a constant cause of conflict.

One very vital attitude for a staff to have is the feeling that each person is primarily a guidance person. This area, one all-pervasive, is one of the most difficult to develop in a leadership-training program. It is here that one feels so strongly that the program cannot be salvage work, and that there is a deep need for persons already trained. Everyone on the staff must soon come to have what has been called a "humane" outlook. This is more than what is inferred in the familiar phrase, "liking children." It goes deeper; it is based on a love and respect for individual development, combined with some drive to increase the efficiency of human functioning. It is a subtle and yet basic feeling, important not only for guidance, but also for the democratic functioning of the camp. It is an attitude that abhors force and pressure and imposed discipline, because they lower the dignity of the individual. It is an at-

titude that prizes responsibility, consideration, appreciation, discussion, and experimentation—because these foster individual growth.

Along with this "humane" outlook must come a conception of guidance, not as correction, but as promotion of development. It is through this concept that guidance comes to permeate the entire camp. So long as guidance is seen as something corrective, it is reserved for a few children and is, usually, delegated to "someone else" to carry on. Every situation has possibilities for growth, and every situation is therefore in the guidance field. Viewed this way, guidance takes on meaning for the craft-group counselor, for the mess sergeant, the life-guard, the hike master, the store keeper. In the modern camp, these men are dealing with youngsters on a level of interest. The boys and girls have chosen the activities because of their appeal. The counselor, with insight, can meet this child-interest from the standpoint of need. A child chooses to play ball, for example. The counselor must see that his greatest need may not simply be to learn the techniques of coordination and the rules of the game, but that it is also to find a satisfactory relationship with a group. A child comes to hear a story, to take another example. A counselor must see that his greatest need may not be to be entertained or to learn new facts, but that it may also be to find some better understanding of himself. It is better known that a child who is painting may not need most of all to learn technique of color and brush, but may need freedom to find himself. This can be true, not only of the youngster at whom one can point as needing help, but of all youngsters. "Topsy" is now more; children grow best if there is insight and understanding at every turn. (Although, of course, the insight may tell the adult just to keep quiet.)

Another important guidance concept that a staff must feel is the point of view that life is a whole, and that human beings are organic wholes. A forward-looking view of this idea is rare in camps, I am afraid. Camp staffs have a tendency to become rooted in themselves. It is difficult to see the summer's work in relation to the child's whole life. This is usually not true, looking backward. There is a decided tendency to blame behavior on the home or the school, in the past—with little tendency to let the home and the school in on the present. This concept expresses itself in an interest in

keeping usable records, in an interest in knowing and using records of the past, but even more so, in a positive liking and desire to meet parents. Any feeling that visitors are pests, that parents cannot understand, that visitors' days "disturb routine" is a violation of this concept. It amounts to a conceit that camp is so important it needs no connection with the child's past; it amounts to a despair that camp is so unimportant that it has no meaning for the future.

Integrating these attitudes about guidance, the staff must early know a way of living and a way of teaching that embodies these points of view; the translating of insight into action, the translating of a humane outlook into practical day-by-day deeds. To find this way of living, the staff must develop an objectivity, a self-forgetfulness. The child who resents regulation, who is aggressive against any kind of suggestion, cannot be seen as a personal enemy, challenging the authority or standing of any individual. The insecure child, driven to any behavior extreme, cannot be seen as a personal threat, ruining "my" cabin group. The unskilled youngster cannot be seen as a dud, spoiling "my" team. To find this way of living and teaching, the staff must learn how to encourage people, for another thing. My experience makes me feel that, in this competitive world, most people do not know how to encourage. The staff must also know how to be friendly. I mean by this more than "the good companion." I mean to imply a certain emotional relationship; a relationship which will, on the one hand, satisfy fully the parent-substitute role which the staff-person plays, while at the same time, will keep the youngster free for development. The staff must learn how to set the stage for others to take responsibility; it must know how and when to keep quiet; it must know how to refrain from being authoritarian.

The last part of the training program would refer to the teaching method of the content of the program. As I have said above, my feeling is that the most important part of this teaching method is a guidance point of view. Training here involves knowing how much help to give to any particular child; it involves knowing when a child can stand an initial failure and when failure would be disastrous; it involves a thorough understanding of the child's place

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Courtesy, Four Winds Camp, Washington

Naturalist or Scientist—Which?

By

LOU WILLIAMS

Department of Geology, University of Chicago

What's Wrong with Camp Nature Study?

And What Can We Do About It?

NATURE study is potentially one of the most interesting and valuable phases of the summer camp program. Yet, in many cases, although camp is the ideal place in which to become acquainted with its many phases, and although a knowledge of the natural background of the site greatly enriches the enjoyment of the camping season, it is one of the least successful of the camp offerings. Several seasons of observation, study, and conferences on the subject have led the author to the belief that there are two chief reasons for

the failure of camp nature programs:

(1) Lack of camp nature training and interest in the subject on the part of the nature counselor.

(2) Lack of interest in and information about nature on the part of the other counselors and the director.

Let us first look at the qualifications of the nature counselor himself. You will notice that the phrase above reads "lack of camp *nature* training." No mention is made of science training. For our nature counselors we need

naturalists, not scientists. Perhaps you feel that the distinction is one impossible to make. Yet those who have read *Green Laurels** will remember how clearly Donald Culross Peattie made it:

"I am writing about the naturalists, distinguished—as well as they can be—from the biologists. These latter I think of as the indoor men. To put it another way, the naturalists deal with living beings *in situ*—in their active, vital inter-relations; the biologists are more concerned with isolated organisms, living under controlled laboratory conditions, or they may be interested solely in the activity of one organ, or even with partially inorganic matter, chemicals, and the physics of protoplasm." (From the Foreword)

"And at last the distinction between biology and natural history is becoming both clear and reasoned. The biologist, the man of the laboratory, is not to be reproached for keeping to his rooms. He is the assayer, the tester, the one who takes apart the stuff of life, analyzes its composition, exercises its individual units to test their properties and

behavior. To him, theory, in the future, must be handed over for verification . . .

. . . The rôle of the naturalist is not antithetical to this . . . Toward the findings of the laboratory it should make a certain amount of submission. But it dwells in its own house, and is mistress in it.

And that mansion is the earth, rolling upon its predestined course through space, its poles glittering with snows, its flanks with the oceans, its continents with the deep true green of the jungles and forests. This whole, this planetary life entity, breathes with the rhythm of tides, of day and night, enacts the drama of the colored seasons, and plays out the titanic epic of the geologic ages. On earth and only on earth are sunset glow, green leaf, and eyes to see them. Here is all we know of reality, all-sufficient to our destiny, our thoughts and passions. There will never be truer interpreters than the naturalists, of this beloved, dusty, struggling, fateful and illustrious experiment called life on earth." (pp. 346-347)

In gathering the material for his excellent paper, "Nature Counselor Preparation in Relation to the Status of Nature Study in Camps" which appeared in *School Science and Mathematics* (vol. 32, 1932, pp. 391-400), based

*Quoted with permission of the publishers, Simon & Schuster, Inc., New York.



Acme News Picture

Camp Fire Girls Comparing Their Turtles

Courtesy Camp Fire Girls

on a statistical study of the success of the nature program in relation to the training of the nature counselor in 281 organization and private camps, Stanley Mulaik included in the questionnaire sent to counselors a list of subjects selected at random dealing largely with the biological field. Counselors were asked to check those subjects which were given a definite place in their nature programs. Parasitism was given a place by 66% of the group. Pollination, mosses, reproduction, erosion, and chlorophyll were used by more than 50% of the counselors. Pointing out that the camps included in this survey dealt with children whose median age was 12.2 years, the age level of sixth or seventh grades, Mr. Mulaik remarks, "It is difficult to understand why counselors would attempt to teach mitosis, mutations, chromosomes, hybridization, or some others to children of this age." He looks on these subjects as content of high school science courses.

However, a strict statistical treatment of the answers given in the questionnaire is apt to lead one astray. Mr. Mulaik's interpretation is perfectly correct if he considers these counselors as making the above subjects the basis of their nature work, for instance, giving a whole morning session to pollination, mutations, chromosomes, etc. It is perfectly true that many nature counselors attempt to review their college zoology, botany, and other science courses in the name of nature study. On the other hand, I have seen successful nature counselors deftly referring to these subjects, as they came up in the discussion of certain plants, animals, or minerals on the campsite. Treated this way, without too many confusing scientific words and theories, they may add greatly to the interest of the alert camper. But the counselor must know how to do it.

This leads us naturally to another implication of statement (1) above: "lack of *camp* nature training." Mr. Mulaik points out that his study showed successful nature counselors as having only 68% as much training in science courses as did the unsuccessful counselors, while they had 111% more training in *methods* of science teaching, than did the unsuccessful ones, and adds that few counselors had training in nature activities. While we may agree that training in methods of science teaching may not be ideal, as they are apt to promote a pedagogical approach, and are intended for the school rather than for the camp, yet they

appear from this study to be more valuable than pure science content training. For one thing, teachers are apt to have a background of methods, usually understand boys and girls rather well, are often better prepared to organize and present nature subjects. Some directors choose teachers believing them to be more practical and less "dreamy" than persons whose major interest in science is research. However, Mr. Mulaik found that some camp directors are apt to consider science teaching a liability, as teachers were apt to be too formal and school-like in the camp situation.

Camping is often said to be "America's contribution to education" with the implication that camping has a very different contribution to make to the camper than does his school experience. If this is true, it would seem that identical training for school-teaching and camp-counseling would not be the ideal. Perhaps before going further it would be well for us to analyze the functions of the camp nature program, as lined up against the school nature program. Dr. Elliot R. Downing in his article, "Why Teach Nature Study" (*Nature Magazine*, January, 1924) says:

"Science has made three great contributions to the welfare of mankind. It has put at our disposal a tremendous mass of new knowledge that is at the base of our improved skills. It has given us a new appreciation of the commonplace things around us. It has taught us the value of the scientific method of thinking, and of the scientific attitude of mind. These three things that science has done for the race, science teaching should, as far as possible, do for the individual child."

The first and last contributions are distinctly those of the school science program, but has not the camp the best opportunity to give the child "a new appreciation of the commonplace things around us"? Is not that the phase of nature study which fits most nearly with the chief aims of the camp? Is not the camp environment, where we live among the things of nature, with a sympathetic group, and an interesting and interested leader, the made-to-order environment for realizing this phase of science's contributions? Dr. Downing goes on to say,

"We should open his eyes to the significance of commonplace things. The average child is not going to travel widely—his life is bound to be rather monotonous, the daily tasks will be incessantly

(Continued on Page 23)

Come to New York

The New York Section will be Your Host

MARCH 3, 4, 5, 1938

Plans for the 1938 Convention of the American Camping Association are well on their way to completion under the able direction of Mr. Colba F. Gucker, Convention Chairman, and the Convention Committee. The program of this year's meetings, which are to be held in the Hotel Pennsylvania, New York City, March 3, 4, 5, 1938, will undoubtedly be the most interesting and valuable in the history of the American Camping Association from the standpoint of directors, counselors, camp committeemen and parents.

CONVENTION COMMITTEE AND ADVISORS

A most capable and enthusiastic group of persons has been appointed to assist Mr. Gucker. The Convention Committee includes the following Chairmen of Subcommittees:

Educational Exhibits
Publicity
Program Continuity, House
Registration
Banquet and Luncheon
Demonstrations
Entertainment, Hospitality
Friday Evening Entertainment
Organization Camps Luncheon
Transportation
Seminars

Max Oppenheimer
Regina McGarrigle
Edward M. Healy
Esther Waldo
Janet L. McKellar
Lloyd B. Sharp
Emily Welch
Marjorie Bingham
Nelson Burris
Arnold Lehman
Frank S. Lloyd,
Frederick L. Guggenheimer
Ross L. Allen

Budget and Purchasing
Commercial Exhibits

Additional members of the Committee include Catherine Hammett, Lorne W. Barclay and Able J. Gregg.

Several advisors to the Convention Committee have been selected. At the present writing one finds on the Advisory list:

A. A. Jameson
Frank H. Cheley
Mrs. P. O. Pennington
Lewis Reimann
A. P. Kephart
Fred C. Mills
Officers of the ACA

Elbert K. Fretwell
Fay Welch
Ernest Osborne
Barbara Ellen Joy
Julian Salomon
All Presidents of the Sections of the ACA

TENTATIVE PROGRAM

A tentative program for the Convention has been formulated. *Tuesday, March 1* will be held open for meetings of the Board of Directors, Executive Committee, Editorial Board, Studies and Research Committee. It is felt that by scheduling these meetings prior to the start of the Convention, the officers and committee members will have an opportunity to attend and contribute to the session meetings. *Wednesday, March 2*, will be kept free for meetings organized by girls' and boys' private camp groups, and for those organization camp groups which may wish to hold meetings at the Hotel Pennsylvania before the main Convention program begins. Any group which is planning to hold such a meeting should notify the Convention Chairman immediately.

Thursday, March 3, will provide time for registration, visits to the largest exhibits group in our history, motion pictures of unique camp activities. The topics for the addresses at the evening meeting will include "The Camping Movement"; "Evaluation and Projection" and "The Function of Camping in Building for Citizenship." Speakers have not been announced. At 9:30 P.M. there will be a reception by the New York Section for the Association officers and all visiting members.

Friday, March 4. The report of the Committee of Studies and Research will be presented by Charles E. Hendry, Coordinator. Seminar and Discussion Groups will consider "Promotion, Education of the Public in Respect to Camp-

ing," "State Legislation Bearing on Camping," "Camp Layouts and Building Plans," "The Business Administration of Camps, Pocketbook Problems." Luncheon meetings of informal groups may be arranged through the Convention Committee. The topic of the afternoon address will be "Parent Relations." Again, there will be Seminar and Discussion Groups considering "Day Camps, A Growing Movement," "The Problems of the Camp Committee, Organization Camps" and a continued discussion of "The Business Administration of Camps."

A unique feature of the Friday afternoon session will be "Office Hours With Well-Known Camp Leaders." Twenty-five or thirty camp directors and specialists will lead small groups in the discussion of special camp problems in which they are particularly interested.

The Friday evening program will start with an address, "The Place of Camping in Education." The March of Time picture "Youth in Camps" will be shown followed by a panel discussion by educators of "The Relation of Schools to Camping."

A Social Hour will complete Friday's program.

On *Saturday, March 5*, an address on "The Creative Spirit" will open the day's meetings. Seminar and discussion groups on "Arts and Crafts," "Are Trips Worth the Risk," "What Do We Mean—Nature?" will follow. There will also be demonstrations of "Boating, Canoeing and Life Saving." Fred C. Mills, Director of Health and Safety, Boy Scouts of America has been invited to conduct this demonstration. Motion pictures and talks by Cleveland Grant on "Birds of the Camping Country" and "Through Grant Telescopes" will also be presented.

In the Saturday afternoon session, speeches, panel discussions, seminars on the guidance of campers, counselor training, health of campers, etc., are planned. "Counselor's Town Meeting" organized by counselors and led by Dr. E. K. Fretwell is also planned for this particular session. In the "Town Meeting," working conditions, salaries, better jobs, training, and advancement in the field will be discussed.

The Convention will close Saturday evening with the Annual Banquet. A prominent speaker will be announced at a later date.


SEND YOUR SUGGESTIONS

The above plans are *tentative*. Suggestions for the entire Convention program will be welcomed by Mr. Colba F. Gucker, Convention Chairman, Lincoln School, 425 W. 123rd St., New York City. Suggestions concerning the private camp group meetings prior to the Convention should be addressed to Mr. Lewis Reimann, 1409 Shadford Road, Ann Arbor, Michigan, who is chairman of the Boys' Private Camp group, or to Mrs. P. O. Pennington, 688 Collingwood Avenue, Detroit, Michigan, Chairman of the Girls' Private Camp group. Suggestions for camp people who can entertain with stunts on Friday evening should be addressed to Mrs. Marjorie Bingham, Lincoln School, 425 W. 123rd St., New York City.

Suggestions for educational exhibits should be sent to Mr. Max Oppenheimer, 166 East 96th St., New York City.

Suggestions for demonstrations should be mailed to Dr. L. B. Sharp, "Life," 135 E. 42nd St., New York City.

And, most of all, we want *you*, your staff, your committee, and parents of your campers there for all the sessions. We'll be expecting you at the Hotel Pennsylvania, March 2, 3, 4, 5, 1938!



All-Year-Round Use

PROGRAM SUGGESTIONS FOR CAMPING WHEN IT'S 20 BELOW

"SKI, Skate and Camp at the Council Camp in Chesterfield! Cold-weather Camping: This Saturday, October 30th . . ."

So runs an announcement from the Hampshire-Franklin Council, Boy Scouts of America. It is the acceptance of the challenge to all-year-round use by a summer camp located in the snowbelt.

"An interest in skiing of long standing, a real liking for winter camping, a desire to have Najerog used all the year round, not just for wilderness camping summers . . . have led us to announce the first Christmas Ski Camp in our history."

That is our answer to the all-year-round use of camp facilities. We, too, are located in the snowbelt.

Where is this snowbelt? A close perusal of a map from the *Weekly Weather and Crop Bulletin* of the United States Department of Agriculture of last March shows that although last winter was an open winter, snow covered nearly two-thirds of the country twenty days before spring officially began. On the mountains of the West Coast, skiing is frequently enjoyed throughout the year.

Those wilderness camp folks in this snowbelt which covers two-thirds of these United States should seriously consider the adaptation of their camps to winter use.

Let's consider fall camping, too: before snow falls and during the fall foliage festival season! Lafe Titus, just a Vermont odd-jobs man (the same as his father before him), and with that independence that makes him take life seriously, advised a summer resident who was packing up to leave for the winter right after Labor Day, as follows:

"Mister," he said, "this ain't any time to pick up and git out. You're shuttin' this place up just when you ought to be openin' it. You've been here all summer havin' a good time, pokin' round the place and settin' in the shade. It's been quiet and cool and nice here with all the green hills around but you ain't seen it when it's really right.

"In a coupla weeks these hills will all look like nuthin' I can tell about. They'll be red and yella and brown, and kinda coppery like, and all kinds of colors that I don't know names for. And around there'll be blue spruces and green pines. Them big maples out in front of the house will be just as red as fire. The air will be different, too. Sorta brace you up. Make you feel like a young fella. The leaves will fall off the trees all sorta crackly and you'll want to walk

Courtesy, American Forests

of Our Summer Camps

By

HAROLD M. GORE

Director, Camp Najerog

Head, Dept. of Physical Education

Massachusetts State College

down through the woods scuffin' your feet in 'em. Deer and partridges will be all around the place. Vermont's all right in the summer but, well, it just ain't ripe yet."¹

And we agree with Lafe; Vermont ain't ripe until fall and it doesn't really come into its own until its rolling hills and pastures are covered with snow. Our summer camp program has been utilizing the wilderness summers, but the time has come when we ought to use our equipment "*when the season is ripe!*"

Have the Camp Reunion right back at Camp! Spend Thanksgiving where Thanksgiving was invented! Start short-termed winter camps and weekend camps in the snowbelt. Open the camps' facilities for Ski Schools, Ski Camps and as Snow Train Headquarters!

Says Captain Fred C. Mills: "Trite though it may be, it seems desirable to point out that with the advent of modern motion pictures, radio, air conditioning, and kindred luxuries and conveniences, including the almost universal use of motor car, there has been an increase in time spent indoors, greater desire for creative comforts and an abandonment of the more rugged and less refined, and possibly less wholesome activities of the out-of-doors."

Skiing has captured the interest of the entire country and its rapid but healthy development offers another outdoor opportunity to offset this increased tendency to live inside. The summer camp movement has been dedicated for fifty years to the developing of outdoor living and the enjoyment of wilderness camping. And now comes winter camping opening new avenues of interest through the new use of our camping environment.

Before children can be received into winter camp, there are obviously a number of details to be undertaken to prepare for their arrival. This winter camping is a matter again of education. Health and safety call for winter first-aid and winter precautions and for training in winter techniques.

Winter camping equipment and clothing is a science all in itself. The following equipment list is recommended for a week of winter camping:

¹ Clipping from Brattleboro (Vermont) *Reformer*.





Courtesy, National Park Service

The snow belt covers two-thirds of the country—here is winter camping in Santa Fe's Hyde State Park

CHECK LIST

1. On Person:

- One pair heavy underwear
- Two pairs wool sox (one thin, one heavy)
- One pair ski pants (hard finish)
- One heavy wool shirt
- One pair ski mittens (leather with filler)
- One ski cap with visor and ear laps
- One light sweater or T shirt
- One light wind break or parka
- One pair ski boots
- One silk kerchief

2. In pockets:

- Two handkerchiefs
- Jackknife
- Matches in waterproof carrier
- String or cord
- Extra shoe strings

3. In pack (rucksack):

- Sleeping bag (wool bat) with blanket fillers or four full-sized heavy blankets (66"x 84") equivalent to 16 pounds. (And six blanket pins.)
- Ground cloth (or poncho)
- Extra suit of wool or heavy underwear
- One pair extra wool sox
- Toilet articles (toothbrush, towel, soap, and comb)

Extra pair of mittens

Flashlight

First aid kit

Safety pins

Pair dungarees

Winter pajamas

Slippers or moccasins

4. Ski equipment:

Pair of skis (and bindings)

Ski poles

Ditty bag (ski repair kit; straps, small screw driver, etc.)

5. Optional

Dark glasses

Money

Camera and films

Wristlets

Leggings

6. Additional articles:

Mess kit

Candle lantern

Belt axe

Watch

Climbers

Bathrobe

Do not bring any more clothing and equipment than you would want to carry on a back-packing ski expedition, i.e., 25 to 35 pounds limit! Of

course in our case we will not have to back pack, but it should guide each camper in selecting clothing.

The above check list is quite adequate and has stood the test of experience. The only addition that we might add is a sheet sleeping sack, similar to the sleeping sack recommended by the American Youth Hostels. Two or three of these for the long-term camp when a lot of time is to be spent in sleeping bags or blanket rolls, are a welcome addition in the interests of general health and hygiene.

There will be certain procedures necessary for the operation of your plant in winter and the housekeeping aspects of winter camp life, many of which are self-evident. These, for example, include putting all grounds and buildings, including latrines, wash-houses, and other out-buildings in good condition for cold weather use. The water system must be cold-proof, plumbing must be insulated and piping must be below frost line. Insulate your building: weather strip, door strip, storm window and bank up around the outside so that wind cannot get in under the floors; then have a wood-

shed full of fuel wood. Buildings can be banked with tar paper, evergreen, corn stalks, sawdust, or most any type of insulating material, most of it inexpensive.

The matter of roads comes immediately to mind. We had to arrange for the good selectmen of the town to keep roads open that hadn't been plowed in years and years.

An ample supply of wood for use in the kitchen stoves, chunk-stoves and fireplaces must be ready. This matter of fuel wood is intriguing. And how much more so if the campers help to split a little, pile a little, and bring it in. There will be much to learn about trees in winter and about the practical problems of farm woodlot forestry.

The winter camper should know how to use wood fuel. Because coal has been so generally used lately, stoves and furnaces are seldom adapted for the practical burning of wood fuel. However, at very little expense your coal-burning stoves can be properly equipped and grates adapted. Heaven forbid that the Winter Camp burn anything other than wood!

(Continued on Page 32)

Courtesy, Camp Fire Girls



Camp Fire Girls of New York City learn the fuel value of various woods when snow covers their campsite.

College Camping Courses

By

CHARLES B. FRASHER

Formerly Springfield College

Now Department of Psychology, University of Pennsylvania

THE hue and cry of camp directors the country over is for trained, experienced counselors. At conventions, meetings, gatherings, wherever you find camp directors, the need for trained personnel is stressed.

Five-hundred-eighty-three colleges in the United States are listed with the American Council of Education. Of this number two hundred were selected, about one hundred of them because they had indicated in some way their interest in camping courses. Schedules were sent to these selected colleges and universities in the United States. Seventy-one institutions listed in 1932 by Dr. Marie M. Ready, Associate Specialist in Recreation, Department of the Interior, were among those circulated. Information was sought regarding courses offered in camping or related fields which served to train persons for camp positions. One hundred and three replies were received, seventy-six reporting courses in camping. The completed study is now in the office of Mr. Charles E. Hendry, Coordinator of Studies and Research for the American Camping Association.

Camping courses offered by colleges and universities seem to fall within four general groupings. These are: (1) Administration and Organization of Camping, (2) Camp Counseling, (3) Camping Technique, and (4) Training in Specific Skills.

Most colleges offer academic credit for these courses ranging from none to eight semester hours, the majority offering one to three credits. Courses meet one to twelve hours per week, most of them being two or three hours per week. About twice as many colleges offer courses in camping to upper-level students (last two years) as those to lower-level students (first two years). Courses are offered in the Departments of Physical and Health Education in most instances. Some are administered by the School of Education, Department of Sociology, Social Administration, Industrial Arts, Home Economics, Extension, General, Landscape and

Recreational Management and Adult Education. Let us look briefly at the four major groupings of Camping Courses.

We have all seen camp counselors who have had few fundamental skills of performance, who couldn't seem to do anything very well and who at the same time were among the most successful counselors in camp. Such individuals are rare. Most of us believe that counselors must be able to do something well to be a successful counselor. At the same time such persons can be understood if we recall Mason's study in which campers said they liked those counselors who played *with* them. Some of the more experienced camp directors shy away from the words "skills and techniques," feeling they have been overdone in the training program. At the same time, the common query in interviewing employment agencies or prospective staff members is "What can you do?" Recognizing the need for skill training in the younger counselor applicant, colleges offer courses of training in specific abilities. Called "Camping Courses," these offer training in waterfront activities, swimming, life-saving, canoeing, boating, shop work or hand crafts, dramatics, singing, music, first-aid, pioneering, nature-lore, recreational and playground activities, athletics, and others. Courses offered in other fields and by other departments are applicable to the camping field and in many instances replies indicated that such related courses were not listed but were considered an important phase of the counselor's education and training. Few camps today secure counselors with relatively few isolated skills. The ability to swim well is considered an asset for counselors who have no relation to the waterfront department of a camp. At the same time the "All-American this or that" is not usually a desirable member of a camp staff unless he presents other outstanding personality features to a camp group.

Along this same line of training in performance some colleges are offering training in spe-

cific camping skills. Such things as camp cooking, fire-building, hiking, outdoor sleeping, and construction of shelters, temporary and otherwise, use of camp tools such as axe, knife, etc., Scouting, trips, and others are offered.

The training received through schools, clubs, churches, organizations, and camps has contributed to the training received by prospective counselors elsewhere.

The group of courses called Camp Counseling or Camp Leadership seems to offer some of the training so much in demand by well-informed and up-to-date camp directors. One of the basic needs in camps is for counselors who understand the group process, and methods of dealing successfully with small cabin or tent groups and with larger play or activity groups, and who at the same time have an understanding of the individual child and his needs. Such understanding and knowledge does not usually come through one college course. While courses labeled Counselorship, Leadership Theory, Camp Education, Methods, The Individual in Camp, are offered to students, related courses in the Departments of Psychology, Education, Sociology and others surely contribute to the general equipment of a counselor for doing his job well. Camp is a unique situation, usually offering more intensive supervision of campers than do most other institutions. It is worth noting that one college offered a "Counselor-in-training" program during which the student living in a camp situation was constantly under the supervision of the instructors. The "in-training" program now in practice in some camps is comparable to this kind of experience.

Courses offered in the administration or organization of camping, some of which are called General Courses in Camping, along with those in the field of Recreational Administration are in most instances offered to upper-level students who have had camping or recreational experience and are desirous of fitting themselves for the position of Program Director, Head Counselor, Assistant Camp Director, Camp Director, and other positions whose primary purpose seems to be organizing and directing various phases of the camp program. The content of the courses deals with the various aspects of counselor training, organization and administration of program, personnel, equipment, nutrition, menu planning, ordering and purchasing supplies, types of camp layouts, buildings and structures, promotion, and

such. Students completing these courses are supposedly better able to adjust themselves to the changing camp situation, to meet situations as they arise, to aid in handling the routine duties and assignments from the camp director.

The schedule used in the study sought information regarding text books used, training camps, placement services, institutes sponsored by the colleges and any special features of the camping program. These will be dealt with briefly in the next few paragraphs.

Only in rare instances were specific text books dealing with camping used in a course. Most colleges require wide reading from a number of books on camping principles and techniques. At the same time some of the titles listed are out of print, others listed have been supplanted by more recent and up-to-date books. Few schools listed books other than camping titles which seem to deal with the problems we find in camp, although in some instances there were indications that references were made to titles not specifically in the camping field. Need for more literature is evident.

Twenty-five colleges replied with information regarding the training camps for camp counselors and leaders. While this study was in process some literature regarding various training camps and camp institutes was received. They deserve special mention in that the instructors and speakers were often persons with national reputations in the camping field. Great progress in the direction of training opportunities is noted but colleges seem to have permitted other organizations to take the lead in this direction. There are exceptions to this statement, of course. Space does not permit the listing of the work being done by various camping groups over the country.

College training camps vary in length from two days to all summer. (Some colleges in their answers confused training camps with camps conducted for students entering college which are sometimes called Freshman Camp, and in which the emphasis is not on camp counseling.) There seemed to be no uniformity in the length of the camp period, although the shorter period, usually a week or less, predominated. Charges ranged from 50 cents per day to \$4.00 per day, with the majority reporting charges of less than \$2.00 per day including board, room and supplies. In some instances these camps were open

(Continued on Page 28)

The Camping Magazine

THE OFFICIAL JOURNAL OF THE
AMERICAN CAMPING ASSOCIATION, INCORPORATED

BERNARD S. MASON, Ph.D., Editor

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Vol. X

January, 1938

No. 1

Cooperative Promotion

No apologies are necessary on the part of any camp director for showing an avid interest in promoting his camp business. We can't quite understand the fear of the private camp director who, after discussing camp promotion, hastens with the explanation that his interest in his camp *as a business* is only incidental, it being understood, of course, that he is building character, etc., and is in business for the good he can do. Nor can we quite fathom the organization camp director who loves to harp on the theme that he and his kind are the only simon-pure builders of character in the business, the private director being primarily interested in selling his camping for money.

It goes without saying that the typical camp director believes he is doing good and is using his energies to that end—and that goes for all types of directors: private, organization, municipal, and what not. A thorough-going and dominant conviction that you are engaged in a beneficial, vital, constructive undertaking for the guidance of youth, is essential to successful camp directing—yes, and to successful camp promotion. This very conviction is reason enough for enthusiastic, aggressive salesmanship, labeled as such and openly avowed, not to speak of the obvious necessity of an adequate financial return on invested time and money. What is needed is more camp salesmanship—

more in quantity and more able and effective. And this goes for all kinds of directors—private, organization, and municipal.

The outdoor movement has had gifted salesmen in the past who have set the stage for you and I. But there has been a poverty of salesmanship in the *organized camp* movement. Individual camps are well promoted by their directors, but we do not speak of selling particular camps, but *camping*: toward the end of getting more children in camps and necessitating the establishment of more camps to care for still more children. This calls for COOPERATIVE salesmanship.

Before us is a full-page article from a Sunday newspaper, glorifying one section of America as ideal for organized camping, showing its outstanding advantages and mentioning the number of fine camps there. It is written by the director of one of these camps but with no mention of his camp or any other. There are photographs of different camps, but the camps are not mentioned. This sells camping in that area and will do all the camps good. There is a quality of bigness about it.

Full-page space in leading magazines purchased jointly by the camps in a certain area, describing that area as suitable for camping and possessing outstanding camps, yet mentioning no one in particular, is a contemplated experiment that should reap benefits for all.

Have we as much as scratched the surface in the use of the radio in educating the public regarding the benefits of the educational-recreational experience called camping?

Educational displays in leading cities showing articles of camp handicraft, and photographic evidences of constructive living at camp contributed by many camps, should affect desirably the thinking of all who see it. Would a campaign of lectures on the benefits before Parent-Teacher Associations, luncheon clubs, woman's clubs, etc., accomplish a similar end?

Are there other ways we can work together in selling camping to the public?

It's natural that the average director will feel that he is doing a better job than his neighbors, and if he is worth his salt he will not mince matters in going after campers for *his* camp. But if he is a smart promotor, he will do it in a big, friendly, cooperative way.

An intelligent, informed, sympathetic public is the best asset any movement can have. Let's unite in producing such a public for camping.

Visiting Other Camps

(Continued from Page 6)

of camping almost equal to the big meal furnished in the two-months camp, since camping is essentially a preparation and a training for individual accomplishment and growth.

How, then, does one arrive at an estimate of the individual camp? Walk around any camp grounds for two or three hours and most of its virtues and faults will reveal themselves. First of all, note the relations between the director and his staff, between counselor and camper, and between camper and camper—these are a sure measure of the leadership in the camp. Note the way the director is greeted by counselors and campers as you go around, how intimate he is with today's program in its relation to the individual camper and the entire summer, whether he is a friendly guide or an autocrat. Inquire into the program of campcraft, hiking, the amount of time campers and counselors spend away from camp, and you have a fairly accurate gauge of the understanding and aims of the director, for these are always difficult matters to handle. Watch the kind of activities going on at the different age levels to discover whether the camp does its best work with small campers or large, with the new camper or old. See a group of campers preparing for a trip, note the enthusiasm between periods, and you have some estimate of the tempo of the camp. When things are quiet, try to discover whether you are witnessing plain loafing or planned leisure.

In making your final estimate of a camp, consider its fee and the number of years it has been giving satisfactory service to many boys or girls, considering their family backgrounds and income and temperaments. Add up all of these factors and you can say that a camp is good for its campers, or that it falls short of its potentialities, or, in some cases, that it is actually a poor place for boys or girls.

It is the intangible things that indicate the spirit of the individual camp: the interest of a nature shop overflowing with unclassified specimens and absorbed, curious campers; the varied activity of a craft shop buzzing with girls, some drawing plans for a shelter, some charting a canoe trip, others making stage sets, or party decorations; the thrilling vista from a magnificent rock promontory in a girls' camp; the concern of a director who goes out in a

NUMBER ONE

Camp Advertising Medium!

FOR four consecutive years The Parents' Magazine has been first choice among camp advertisers, carrying more camp advertising lineage, and a greater number of camp advertisers than any other magazine. During 1937, 68% of all camp advertisers used The Parents' Magazine.



Write for special camp advertising rates.
Regina McGarrigle,
Director,
School and Camp Dept.

Because 98.4% of the approximately half-million circulation of The Parents' Magazine goes into homes with children of camp age, and because Parents' Magazine readers are progressive, well-to-do parents who appreciate the value of camping, The Parents' Magazine offers a waste-free, effective circulation. The Parents' Magazine produces camp enrollments—that's why it's the number one camp advertising medium!

PARENTS' MAGAZINE

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boat to supervise the aquaplaning; the feeling of a common purpose in a camp in which it is difficult to separate director, counselor, camper, so great is their mutual pride. One remembers a certain camp because of its many beautifully conditioned tennis courts, evidence of the fine equipment and fine direction throughout; another because the director walked off hurriedly and unceremoniously to reassure a young, novice rider; another because of a quick and sane adjustment to a distressing accident; another because its cool and spacious workshop seemed so ideally and remotely situated. Unforgettable is the good cheer in a boys' camp where everyone acted as host, though paint and new equipment were badly needed; the gay preparations of older boys making ready to go off for several days, the polishing of harness, the weighing of feed, the packing and unpacking of rolls (which they will do with joy and expertness for years to come). Back of the water pageant witnessed in another camp, one sees not only excellent instruction in water sports but training in responsibility, in originality, in sportsmanship, in dramatics. It is out of the memory of such significant details that a visitor's mental camp catalog is made.

Book



Corner

Magic Ring: A Collection of Verse

By Ruth A. Brown, Editor (Deer Harbor, Washington; The Seven Seas Press, 1937) 224 pages, cloth. \$2.00.

Three aspects of this fine big collection of verse make it of unusual interest to all who love beauty and are associated with youth. As a collection of poetry it has outstanding merit: its 350 poems have been selected with rare taste; it brings together a wide scope of verse from the world's best poets. Secondly, the book is a camp-conceived and camp-created project; it contains the verses best loved by the girls of Miss Brown's Four Winds Camp—it is the tabulated result of this camp's well-known poetry game, *Magic Ring*. All who were associated with this creative effort can well be proud of the result. Lastly it contains a section of poems written by the campers themselves.

While all who love the beauty of poetry will find it satisfying, yet it is probably true that the verses selected will hold a greater appeal to girls than to boys. Surely this volume should be in every girls' camp. It will be constantly sought as a source of beautiful verse, and will be an inspiration to creative effort.—B.S.M.

Rediscovering the Adolescent

By Hedley S. Dimock (New York: Association Press, 1937) 287 pages, \$2.75.

Recent years have witnessed a decided let-down in the intensity of the literary attack upon the floundering adolescent, trapped in the constant state of crisis that he is, poor fellow! Following the flood of such books that characterized the turn of the century—some scientific, some fantastic indeed—there was a shift of effort from dissecting the adolescent to research concerning the younger child as being in the all-important period of life. True enough, significant studies on the adolescent have been made of late, but the number of books is small compared to that earlier period when every adolescent mood seemed to possess an exotic quality and was described with avid interest.

And now comes Hedley S. Dimock with a thoroughly modern, thoroughly scientific, and scholarly effort to *rediscover* the adolescent and describe him as he actually is. Using techniques beyond scientific question, and with penetrating insight in the interpretation of the findings, the book turns a floodlight that is revealing indeed on adolescent play pursuits, personality, friendships, efforts at seeking status, emancipation from parents, moral and reli-

gious thinking, and the phenomena related to pubescence.

The result is an explosion of some time-honored ideas concerning teen-age boys. This is particularly true concerning the rate of change of attitudes and interests—the so-called adolescent crisis—and the relationship of puberty to the other factors listed above. While some present-day educators and students of youth have suspected these truths and anticipated some of the findings, yet sufficient reliable proof has been lacking.

Although of greatest interest to students of adolescent psychology, the book is nevertheless recommended to all group workers, camp directors, and teachers who strive to know and understand better their youthful associates. For those who do not desire to analyze all the data and tables, there is a concluding chapter which summarizes the major findings clearly.—B.S.M.

Fundamental Handball

By Bernath E. Phillips (New York: A. S. Barnes and Co., 1937) 124 pages, cloth, illustrated, \$1.50.

A much needed book on a game that has been quite completely neglected in sports literature to date, this authoritative handbook covers the history, fundamentals, and strategy that all handball players should know. Mr. Phillips, the handball coach of George Washington University, addressed the first half of the book to novices, and the remainder to advanced players and coaches. Players seeking to improve their skills will find it exceedingly useful, and surely all physical educators dealing with the sport will find it essential. The book is well illustrated with photographs and nicely set up in every way.—B.S.M.

Appraising the Summer Camp: Character Education In the Summer Camp V.

By Charles E. Hendry, Editor (New York: Association Press, 1937) 52 pages, paper, \$1.00.

This is the report of the Eighth Annual Camp Institute conducted last spring by George Williams College and the Chicago Camping Association. It is in three parts: Part One presents the camp appraisal instruments developed at the conference and an address by H. S. Dimock on "New Frontiers in Camping." Part Two contains three chapters by Abbie Graham on "The Creative Arts in Camp Life." Part Three is by M. H. Levy on "Community Aspects of Camp Planning." There is an introduction by Roy Sorenson.

Naturalist or Scientist?

(Continued from Page 12)

repeated. If we can give him some appreciation of the night sky, of the marvels of flowers and trees, birds and insects, rocks, minerals, and the forces that are at work around him, we will realize in a measure that the commonplace things are very wonderful. He will have at his disposal a constant source of enjoyment and a means of increased culture."

Dr. Bertha Chapman Cady, in her *Girl Scout Leaders' Nature Guide* stresses the same note:

"All too often . . . we wander through the days as though blind and deaf, altogether unaware of the world of trees, birds, flowers, rocks and stars about us. Again, we feel that all charm and beauty lies far beyond us; that grandeur and beauty can be found only in the Alps across the ocean; that interesting birds are only in far tropic forests. It is well for us to stop now and then to look about us and discover the wonders that lie on the plot of ground beneath our feet. Therein lies a wealth of legend, science, geography, history, poetry and art awaiting the one who seeks it."

Again the note is sounded by G. K. Chesterton who said, "The world will never starve for lack of wonders, but only for lack of wonder." And by the poet who said, "Earth's crammed with heaven, and every common bush afire with God, but only he who knows takes off his shoes."

Mr. Mulaik found that a large percentage of the counselors evaluated botany as the most important science subject which they had taken, in relation to the camp program. As he points out, this indicates that many counselors present a specialized, one-sided nature program, rather than attempting a program involving practically all the factors of the camp environment. Again this goes back to the fact that their college training is given in such units as botany, zoology, geology, etc., and very few counselors grasped the significance of the interrelation of all of these in the camping situation.

When the majority of children are asked why they go to camp, they answer, "For fun!" Therefore if the camp nature program is to appeal to them it must be fun to participate in. Most studies show the campers' favorite activity to be waterfront, with athletics, riding, and handicraft following after. Nature study is way behind. Dr. Bernard S. Mason's study reported in his *Camping and Education* showed but 1% of the campers choosing it as their favorite! The only person who can make the na-

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ture program pleasing to the campers because it is fun, is the nature counselor. Obviously the type and spirit of the program will be the deciding factor here, but intimately tied up with this are three factors concerning the counselor himself. One is the question of whether his chief interest is science or nature. But we must not be too dogmatic here, for many a scientist can doff his scientific mantle in summer and become a naturalist.

A second factor is the personality of the nature counselor. Camp directors realize this problem, for Mulaik found that 59% of them considered personality most important in the selection of a nature counselor. However, three of the directors he questioned believed that nature counselors were "not normal people." A carry-over of the "absent-minded professor" of science! I have many times heard the idea that you must expect nature counselors to be "queer." The truth is that the directors have picked persons unsuited to the camp life and program, simply because they were excellent in some field of science, or in promoting scientific knowledge and thinking in elementary or high school. It might also be successfully argued

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that the personality of a naturalist would make him more easily integrated on a camp staff than might the personality of a scientist.

A third factor entering into the type of program that will result is the camping experience of the nature counselor. How do you know that this person you have chosen will fit into camp life? Perhaps he gets along well with children, has a great deal of nature training, and yet to be happy, and therefore to do good work, he needs electric lights, rugs, and a streetcar before the door. Perhaps he has camped in his family's cabin every summer of his life, is more at home in hiking clothes than in a business suit, perhaps he is even a successful teacher of nature study, yet how do you know that he won't be made nervous, and therefore unable to do a good job, because he must stay within the camp, with the campers, for twenty-four hours almost every day; because he hasn't enough solitude and time for reflection? Mulaik found in his study that the campers had 41.5% more camping experience than their nature counselors. Since the counselors do not have at least as much camping experience as do the campers they will hardly have learned to adjust themselves to the camping situation even as well.

These reflections may have led you, too, to the belief that the nature counselor needs *camp* nature training. Training as a camper is good, for by this means people unsuited for camp are weeded out before reaching counselorship, and those who need their camping abilities developed are trained to be better camp citizens. Yet with the quality of nature counseling as it is, it is not ideal training. Many organizations, notably the Girl Scouts, are coming more and more to require experience in a training camp as the prerequisite of camp counselorship.

The weakness in this system is, of course, that typical counselor salaries are too low to justify the individual in spending the time and money in gaining such training. Yet it should greatly improve the quality of nature counseling. Many camps feel justified in paying the expenses of some of their prospective counselors at these training camps each summer. The training camps are run with the spirit and methods of a summer camp as much as possible, although a certain amount of lecture and discussion sections is necessary. The mornings are usually spent in general sessions where general features of camping aims and practices are taught. Afternoons are given over to the so-called "interest groups" where the nature counselors, craft counselors, etc., all meet in separate groups, and learn the philosophy of their particular jobs, as well as concrete ways of presenting nature study in their camps, such as bird walks, field trips, trails, games, terraria-making, etc. Time is also spent on each phase of nature, presenting the rudiments needed for camp study, not only to stress what portions of each branch of nature may fit well into particular camp environments, but also to broaden the counselor's field of knowledge so that she may interpret the whole environment, rather than lay top-heavy emphasis on one or two branches. Since the job of the nature counselor is to give inspiration, rather than information, it is possible for her to direct activities in fields where she is learning with the campers, and admits it!

Failing training-camp experience, or, some directors feel, even with it, the best training for a nature counselor is to assist a *good* nature counselor for one summer. Probably it is best for a person who has not had this training-camp experience to spend her first summer doing a camp job that is not as vital as heading a definite subject. This same plan is also very good for those with the counselor-training, if they are rather young and inexperienced with the camping situation.

Tied up with this same subject is the other reason why camp nature programs are not successful, "Lack of interest in and information about nature on the part of the other counselors and the director." In the camp counselor-training courses it should be made certain that unit heads and counselors have their work bal-

(Continued on Page 30)

Seen and Heard

Tentative Program Outline—Private Camps for Boys and Girls

Hotel Pennsylvania, New York City
Wednesday, March 2, 1938

12:30 P.M.—Luncheon Meeting, Pennsylvania Hotel, New York City. "Problems Facing Private Camps Today." Statements by Two Leading Directors.

3:30 P.M.—Separate Meetings for Boys' Camps and Girls' Camps. "Experiences, Successes and Failures."

6:00 P.M.—Informal Dinner Meetings for Those Desiring Them.

7:30 P.M.—Separate Meetings for Discussions.

Thursday, March 3, 1938

9:00 A.M.-11:00 A.M.—Separate Meetings. Discussions. Selection of Representatives on Joint Committee for 1939 Convention.

11:00 A.M.-12:30 P.M.—Joint Meeting of Both Groups for Business and Recommendation for 1939.

12:30 P.M.-2:00 P.M.—Informal Luncheon Groups on Special Interest Problems.

Some topics suggested for discussion: Need for Better Leadership; Promotion Methods; Adequate Guidance Leadership; How Effective Is Magazine Advertising; Administration and Record Keeping; The Director's Year 'Round Job; Counselor Salaries, Rules, Relation to Whole Camp Project; Adequate Waterfront Program; How to Handle Horseback Riding; Coeducational Camping; etc. The committee requests suggestions from all directors.

The Chairman of the Girls' Private Camp Group Committee is Mrs. P. O. Pennington, 688 Collingwood Avenue, Detroit, Michigan. The Chairman of the Boys' Private Camp Group Committee is Mr. Lewis Reimann, 1409 Shadford Road, Ann Arbor, Michigan.

Iowa Section's Fall Meeting

The Iowa Section of the American Camping Association held their fall meeting on Saturday, December 11, 1937, at Cedar Falls. Following the business meeting which included discussions on local and national projects, Mr. Harold West of Cedar Rapids who attended the National Convention last year, gave a "pep" talk for the 1938 Convention in New York. Mr. Glen Custer of the Boy Scouts of Des Moines presented an interesting discussion of Legislation for Camps—and the Iowa Section gave Mr. Custer and his committee the power to act for the section concerning matters of camping legislation in Iowa. During the luncheon each person present told of some interesting event in their past camp season. During the afternoon session the discussion centered around Counselor Training in Schools and Colleges; the committee on counselor training was to determine some definite practices and have a report ready for the spring meeting. Conservation was discussed and a committee appointed to handle this subject working with the Wild Life Federation. The

spring meeting will be held in a camp for a two-day session at Cedar Rapids.

ADVISORY COMMITTEE ON CAMPING OF THE NATIONAL PARK SERVICE

Secretary of Interior Ickes has appointed the following individuals to serve on the Advisory Committee on Camping for the National Park Service:

Mr. Fay Welch (chairman)—Lecturer on Camping and Outdoor Recreation, New York State College of Forestry, Syracuse, New York.

Mr. Louis H. Blumenthal—Director, Camps Kelowa and Singing Trail.

Dr. Elbert K. Fretwell—Professor of Secondary Education, Columbia University, New York City

Mr. Charles E. Hendry—Coordinator of Studies and Research, American Camping Association; Associate Professor of Sociology, George Williams College of Chicago.

Miss Barbara E. Joy—Director, The Joy Camps; Chairman, Editorial Committee, American Camping Association.

Dr. Bernard S. Mason—Editor, *Camping Magazine*.

Mr. L. L. McDonald—Camp Chief, Schiff Reservation, Boy Scouts of America.

Mr. John H. Rush—General Director, the Keewaydin Camps.

Mr. Herbert H. Twining—Executive Director, American Camping Association.

New England Fall Meeting Finest in Years

The largest attendance of camp people ever to attend a fall meeting answered the invitation of Mr. Roland Cobb, President, at the Hotel Statler, Boston, December 11.

"Understanding Our Camp Children" was the subject of the feature address by Dr. Henry B. Elkind, Medical Director of the Massachusetts Society of Mental Hygiene. Group seminars for the topic "How Can We Assist Our Campers in Keeping The Benefit of the Summer's Experiences Through the Year," were led by Mrs. Gray Knapp, Professor Harold Gore, Miss Doris Foster, and Howard C. Hoople.

A nominating committee for the election of vice-president and secretary to occur on February 12, 1938 was appointed. Arthur Hayden, H. W. Gibson and Miss Doris Foster compose the committee.

Miss Hortense Hersom, formerly Director of Camp Abena, was elected an honorary member.

St. Louis Directors Discuss Behavior Problems

At the meeting of the St. Louis Section, called by President Matt Werner on December 16 at Garavelli's, the important subject of "Behavior Problems in Camp" was under discussion. Merle D. Shippey is Vice-President of this section and Charlotte Lowther, Secretary and Treasurer.

New Jersey Suggests Minimum Standards

The November report of the Camp Standards Committee of the New Jersey Section presents suggested minimum standards in sanitation, health and safety, personnel, and equipment to govern New Jersey camps for boys and girls. The personnel of the standards committee is H. L. McConaughy, Chairman, Miss Helen Pearson and Miss Mary Chidlaw.

Frank S. Hackett in Political Marathon

Frank S. Hackett, former President of the A.C.A., entered the marathon race for Bronx memberships in the new City Council as an independent candidate. Minus all political connections and backed by no party or political group, Mr. Hackett finished seventh in a field of 32. Although defeated, his race is considered one of the noteworthy features of the election, and proves the willingness of the citizens to support the candidates. For many years Mr. Hackett has been Headmaster of Riverdale Country School, and in 1936 started a new school for girls.

Camping Club of Portugal

Through the efforts of Mr. A. C. De Sa Noqueira of Lisboa, Portugal, the *Camping Club de Portugal* has been organized. Mr. Noqueira has been elected foreign-secretary. The American Camping Association considers itself most fortunate in having had some part in the organization of this club. Mr. Noqueira has been a subscriber to THE CAMPING MAGAZINE for some time, and now plans to apply for membership in the New York Section of the American Camping Association.

Dates Set for 1938 Southern Counselors' Training Institute

The Southern Counselors' Training Institute conducted at Camp Sequoyah, Asheville, North Carolina, June 15-29, 1937 was a timely and prophetic forward step in the advancement of the cause of organized camping in this country, espe-

cially in the South. Forty counselors from fourteen states and Canada attended this Institute the first year. Counselors and directors throughout the South welcomed the establishment of this Institute which is designed to give counselors and directors of both boys' and girls' camps two weeks of intensive professional training. The curriculum of the Institute includes special courses in personal counseling and guidance, as well as technical training in nearly all camp activities except the waterfront program which is admirably taken care of by the American Red Cross. Adequate camp leadership requires a special training which is difficult to obtain in the schools and colleges. Those counselors who aspire to the more responsible positions in the better summer camps are eager to receive such professional training as will fit them for administrative and executive positions.

The Southern Counselors' Training Institute offers camp counselors two weeks of creative living in the great out-of-doors, happy associations, challenging viewpoints, lectures and discussions which will give them much helpful information and many practical ideas for their work as camp counselors.

The Institute is under the direction of C. Walton Johnson, and an Advisory Board composed of seven outstanding camp directors. The Institute is held at Camp Sequoyah near Asheville, North Carolina, and the dates for 1938 are June 14-28. Rates and further information may be secured by addressing Mr. Johnson at Box 60, Weaverville, North Carolina.

1938 Camp Pow-Wow Dates

Camping World has announced the dates of its third annual Pow-Wow. This year the Pow-Wow will consist of a series of forums to take place on January 17, February 21, and April 18. The first forum, "Selecting Your Counselor Staff" will be held at the Hotel Woodstock, New York City, January 17. Admission is one dollar.

Cheley's Reprints Available

The excellent response to Frank Cheley's article, "Effective Promotion Methods" which appeared in the December 1937 issue of THE CAMPING MAGAZINE, has prompted us to have reprints made for general distribution at cost. Copies are available at fifteen cents each. Address your orders to THE CAMPING MAGAZINE, 330 South State Street, Ann Arbor, Michigan.

Camp Mishe-Mokwa Closes Its Doors

Camp Mishe-Mokwa, since 1913 a well-known New Hampshire camp, has closed its doors. L. T. Wallis, its director, is well known in camping circles, and his departure from the field is regretted by his many friends.

May We Have Your 1938 Catalog?

American Camping Assn., 330 S. State St., Ann Arbor, Mich.

Training for Guidance

(Continued from Page 9)

in the group; it involves standards of achievement tuned to each youngster's stage of development.

Someone, contrasting the goals of camping with the usual mediocre training of counselors, once commented that camping was like a business set up on the top floor of a high office building, with no one knowing how to run the elevator. The camp staff runs the elevator. If it is well-trained, the goals are achieved. I have tried to set down some of the facts and attitudes that it seems important to me for a camp staff to have in hand. The next question is how these facts and attitudes can be handled in leadership training programs.

In the February issue, Mr. Hymes will discuss the practical question of how to train the staff so that the point of view described in this article may become a reality.

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Camp R—Colorado. Tuition rate \$375

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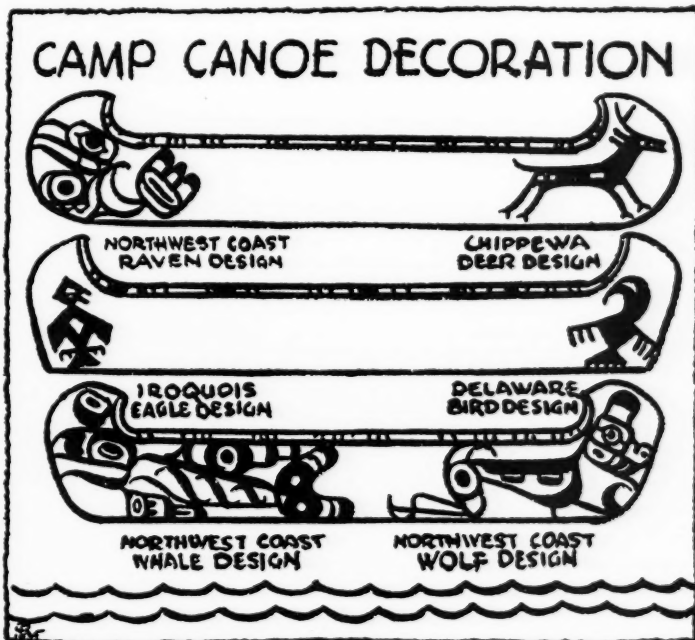
The canoe contributed much in the exploration of America, for it furnished the only means of travel through well nigh impassable wilderness. It was light enough to be carried over portage, yet strong enough to carry the explorer, his comrades, and his equipment.

The most popular water craft since the first man trod our shores, it will no doubt continue in favor for years to come.

It seems to be the popular fancy to decorate this type of water craft in every way but the way of the Indian, who invented it. After all, his designs seem to be more in harmony with the canoe than any others.

The illustration suggests a few designs, developed from Indian Art, that will add to the picturesqueness of this already picturesque craft. It is suggested that the ground color be light greys, browns, tans, or buffs. The designs should be limited in colors. Vermilion, black, yellow, jade

green and dull blues are most satisfactory. The design should be outlined in bold black lines. Do not try to paint realistic pictures. Keep the design simple and conventionalized, using flat masses of color only.



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College Camping Courses

(Continued from Page 19)

to persons not matriculated in the college. Some of the camps included training for other phases of the college curriculum. Some were co-educational, while others were strictly for men or for women.

Approximately thirty colleges reported placement bureaus. In only a few cases are these organized for securing camp employment only. More frequently they are the regular college employment bureau. A few charged placement fees. One of these charged two per cent of the summer salary, another \$1.00, another \$3.00. The number placed ranged from a few to fifty except for one instance, in which over two hundred were placed. It should be noted that camp directors often secure college students through friends, former acquaintances, other students, and through individual members of faculties. In some instances they do not use the facilities of the placement bureau.

Six colleges reported that they sponsor camping institutes. This does not represent the true picture in that too few replies were received. At the same time it can be noted that relatively few colleges have in the past offered their services to camp interests. Notices of many other institutes, sponsored largely by camping groups over the country, were received during this study.

Special features of college camp leadership programs include such things as: the use of facilities offered by The American Red Cross, Boy Scouts of America, Girl Scouts Incorporated, Y. M. C. A., Y. W. C. A., National Park Service, Museums, Girl Reserves, National Aquatic Schools, and other organizations; overnight trips, council-fire ceremonies, golf, archery, tennis, weekend camping, trips, training in summer camps, speakers of National reputation, movies, attendance at the American Camping Association meetings, associate membership in the A. C. A., and regional meetings.

Considerable interest in this study was evident. Many colleges requested information which might lead to camping courses on their own campus. The writer's interest came from an experience of teaching camping courses on a college campus, and the desire to know what was happening in other colleges.

This study reveals a relatively small number of colleges and universities listing camping courses. The courses listed dealt primarily with the skills and techniques of the counselor, while some dealt with the duties of the counselor in relation to the needs of individuals and groups, and others with the problems of organization and administration. In most instances academic credit was offered on a semester hour basis. The departments of Physical and Health Education led in sponsoring camping courses. Wide reading in the field of camping seemed to be a requirement and often attendance at a training camp of short duration was offered. Placement bureaus for camps were few in number. Various special features were part of the training program. There did not appear to be any standardized practices in the training program. Possibly further research by the American Camping Association will result in certain desirable practices becoming adopted by training centers in colleges.

It is difficult for camp directors to find trained counselors and personnel. Often counselors have had their experience in the same camp in which they became a leader.

Some of the colleges used in this study were taken from a list prepared by Dr. Ready entitled "Partial list of Institutions Offering Professional Courses for Camp Counselors." The entire list therefore was a prepared one in that most of the colleges were chosen because in some way they had indicated some training program. If this is representative, and we have every reason for believing it is, there are too few opportunities for camp counselor training in academic situations. Further studies along this line to reveal more thoroughly the content and value of such courses should be made. Meanwhile Camp Directors can further the training program by insisting on trained people, by agitating for more thought on the part of college faculties regarding the problem and by helping to increase the standards of counselor performance.

• Swapping Ideas •

First Fifty Club

Four years ago, we enrolled four campers for the following season before Camp closed. By Christmas we had 12 registrations paid and we organized a *First Twenty-five Club*, members of which club had a special trip as a reward. The Club was completed at the Spring Reunion.

Next year we enrolled 27 before Camp closed and organized the *First Fifty Club* which filled at Reunion time.

In 1936 we enrolled the First Fifty during the Camp season without promise of a trip, but arranged the special trip after Camp opened.

In 1937 we had 76 paid registrations for 1938 before Camp closed and changed the name by vote of the campers to *Belknap Boosters*. Leaders "mention" the Club to parents during Camp and the whole idea is apparently contagious in a high degree. The results have been very helpful so far.

Naturally, there is a difference between securing a small fee (organization camp) registration such as ours and the larger registration payment of the private camp, but the principle is the same and rests essentially on camp spirit.

—Ernest P. Conlon, Director, Camp Belknap.

Indoor Sailing

The notorious need for "weather" may be somewhat overcome by practicing sailing maneuvers and races on a floor indoors. Flat bottomed boats with various colored sails, toy buoys on which red or blue flags can be hoisted, arrows to show wind directions, shoals, land contours, motor boats and other obstacles may be created and all serve to make a pleasant afternoon before a roaring fire. A certain cruise or race is devised and each camper is given a chance to manuevre her boat until she makes a mistake either in sailing tactics or by fouling the rules. If she does either of these or if she should happen to go around the race course backwards of course she is out! Famous races, such as the American cup, or ones of local importance can be reproduced. For the camper who has already learned the elements of sailing but is unfamiliar with racing and rules of right of way this is a fine teaching method. It is, however, somewhat disconcerting when on the day of the real race the camper looking across the lake says, "My I'm glad the wind is blowing this way; its just the way the Skipper taught us."

—Mary L. Northway, Glen Bernard Camp.

Jogging in the Dusk

The darker part of twilight hides the unexpected. To unravel its mysteries, invite a half dozen older campers for a dog trot while you can still distinguish woods from fields against a lighter sky. Take to the wide and better-known woods roads first, make no sound save that of your running, and listen to the creatures of the forest dusk scurry to make way.

You are only jogging but your breathing is labored. Yells of thrilling and delighted fright leave your joggers as one almost steps upon a bewildered rabbit, another catches a startled bird in his face. "Tops" in thrills: about your ears the snapping bill on an angry owl disturbed at his hunting; the ghostly kiss of a large bat wing across your brow. When in the woods you must know your road—this is no time to discover a hornets' nest.

Quit the woods road for the open meadow when you begin to stumble about. Spread out in a loose line and advance up the meadow together so that each one may have a pheasant rise with a whitering whir from the grey before him. Do you wonder where many of the small birds pass the night? You'll have a partial answer as they arise from your toes.

It's quite dark now. Ever sprint along an old dirt road in the moonlight? —Scott Dearolf

"Destruction Club"

Complaint of Division Counselors that several 11-12 year olds were "lazy, destructive and careless" and should be eliminated for the good of the Camp resulted in a conference with the group in which they frankly said they liked to break things, etc. So, we organized a "Destruction Club"—members to be assigned opportunities for destruction, provided they were prompt in their Camp duties and Cabin duties and otherwise in good standing with their leaders. Officers were elected and the Club met daily for an hour of destruction.

The first project was the destruction of the old motorboat which was broken up and piled neatly away in five days. Then the project of "shucking" 350 ears of sweet corn every other day was accepted as "destructive" and on the alternate days the Club "destructured" a brush heap, accumulated after clearing a new recreation field. All five members of the Club registered for 1938 and I have no fear that the Club will even be mentioned another year.—Ernest P. Conlon, Director, Camp Belknap.

PARTNER active for winter and summer participation with financial interest in well established and financially successful Eastern Jewish Boys' Camp of excellent reputation. Executive experience in camping and professional association in General or Jewish education necessary requisites. Apply by letter giving full particulars. Box 352, **THE CAMPING MAGAZINE**, 330 South State Street, Ann Arbor, Michigan.

REAL ESTATE RESORTS—CANADA

Canadian Tax Sale Lands for a Dollar an acre and up. Hunting, fishing camps. See advertisement page 23. TAX SALE SERVICE, 72 Queen Street West, Toronto, Canada.

EXPERIENCED DANCING INSTRUCTOR seeks connection with girls' camp as dancing counselor. Several years experience as concert solo dancer and instructor in dance-teachers schools and conferences. Thoroughly competent as teacher and performer in all aspects of modern dance. Excellent references. Box 353. The Camping Magazine.

AN ESTABLISHED girls' private camp in Maine is in need of a head counselor. Applicants will please state experience and training, age, and salary expected. Box 360. The Camping Magazine, 330 South State Street, Ann Arbor, Michigan.

1938 CONVENTION AMERICAN CAMPING ASSOCIATION

March 3, 4, 5

Hotel Pennsylvania

New York City

Naturalist or Scientist

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anced so that they may have more training in special activities. Provision should be made for other specialists to have a taste of the nature program, and for the nature counselors to have a look-in on crafts, waterfront, music, etc. This would apply also to the pre-camp training program of individual camps. There will then be a mutual appreciation of aims, one's own specialty fits more naturally into its niche, and may be brought out more enthusiastically to blend with the other phases of the camp program. The director must know enough about nature to appreciate what the nature counselor is trying to do, to encourage him in it, to criticize him wisely, and to keep from hampering him with unnecessary restrictions and too many other responsibilities. A factor which probably will not cause the camp nature program to fail, but which will keep it from being as good as it might be, is lack of consecutive time and personnel in most camp systems.

Directors and counselors may well question: "How can we reconcile the 'play attitude' which

has been suggested as being most appealing to campers, with the theme of camp nature study: interpreting the camp environment to the children, and giving them an appreciation and a grasp of the world-wide significance of the commonplace things therein?" It can be done and is being done in many camps by camp-trained naturalists. A perfect example of it comes to mind when I remember a camp game called "Bertha Blueberry," instigated by Miss Marie E. Gaudette, Director of Girl Scout Nature Study, at Camp Edith Macy. It was played soon after a new group of campers had arrived. Often they had played a game, on their first day of camp, in which each one was assigned a camper sitting near her, to "interview"—find out her name, where she came from, what she was particularly interested in doing, both as present hobby and future vocation. Then each one introduced her partner to the group and reported what she had found out. So at the nature session, Miss Gaudette gave each camper a numbered tag, telling her that there was a "little friend" somewhere on the unit-site tagged with a similar number and its name, that she should meet and interview, finding out all she could about it, and then coming back to read its diaries and biographies (the nature books) and returning again to "ask" the "friend" if these things were true. When the campers had done this, after about half an hour, each was to tell the name of her friend, and give us a bit about its chief hobbies, homes, peculiarities, and abilities. The campers were delighted! They had a wonderful time! Their reports were very interesting and humorous and the group had a fine afternoon tramping about the unit to meet each of these new friends, "Bertha Blueberry," "Wilbur White Oak," "Grandpa Gneiss," etc. The information about them was surprisingly accurate, interesting and, what is more, pertinent! There was none of this, "bark dark brown, 1/2" thick, ridges 3/4" apart, running slightly slanting up the tree, leaves with 7 to 9 lobes, deep green, borne in groups of two at end of fairly thick branch, usually 1/2" to 3/4" in diameter, seeds appear in late August, wood used for kindling, etc., etc." We find these dull descriptions so many times in camp nature work. We would never describe a friend as, "Name: Mary Smith. Usually 5' 6 1/2" tall, hair medium brown, strands very fine, eyelashes 3/4" in length, glove size 7, etc."

We would be more likely to say, "Oh, Mary Smith, she's rather short, has brown hair, bobbed, greyish eyes, usually wears a polo coat, and she's the one that plays such a good game of golf, and is Mr. So-and-So's secretary. She used to live in Seattle." Can't we use this type of friendly description for our nature friends at camp? It is really far more scientific, for we note the pertinent details.

You will note the small stress put by Miss Gaudette on names as such. Mr. Mulaik's study has something relevant to this:

"Information concerning the procedure in handling nature study was given by eighty counselors. Twenty-eight reported that their work was centered on requiring a minimum of knowledge of nature study before some camp emblem, award, honor, etc., could be granted. This was variously reported as calling for a knowledge of a minimum number of trees, birds, flowers, insects, etc. Apparently the general inducement to the camper was not the nature appreciation but the reward. Fifteen reported that their work was centered in the identification of trees, flowers, insects, and other nature materials. Here is a possible weakness in the nature study of many camps. Names of these things should not be given for their own sakes. They should serve as handles to help the camper identify those things in which his interest has been aroused. These two procedures comprise more than half of the number of procedures given, and both are concerned largely with the naming of things."

Nature counselors and camp directors often ask whether the campers should be allowed to use books. In the early days of camping, nature books were often used almost exclusively, rather than observation. In the present day, observation is often used to the exclusion of books. To my mind, books without observation lack substance; observation without books lacks fruit. The one complements the other. The camp needs a good nature library so that the campers may learn to interpret the things they have seen. It was estimated that the work of more than 200 geologists had gone into the working out of the complete history of one campsite area. Who are we to think that we, at summer camp, can interpret it in eight weeks?

Another burning camp nature question is the "note-book controversy." Shall campers keep nature notebooks? Generally speaking, notebooks become a chore, while "field-books" become a joy! Properly begun, and given prestige

by the fact that they are not required, they may become something that the camper will keep adding to for many years. They are made for the edification of none but the maker. It matters not a whit that the nature counselor can't decipher the writing! It matters not a bit that Mary's is neat and inked, while Joan's is a penciled scrawl—for Joan may have excellent little sketches and keen observation. The field books involve long-term planning. Dr. Cady, in her *Girl Scout Leaders' Nature Guide*, says:

"Try to develop a habit of sense alertness, thoughtful consideration of those things observed, clear verbal and graphic expression of things seen and heard. Get away from the idea that nature studies are to be hurried through and 'finished' as soon as two or three objects are casually observed. Let there be an esthetic appreciation as well as an understanding of human dependence on nature. These are all possible to the girl of limited endowment and opportunity. To the well endowed girl and the girl with rich environment, the field is limitless."

In Jimmie's field book there may be a page on the Maryland Yellowthroat, for that is what Jimmie is particularly interested in, and every chance he gets, he spends time in the swamp observing these little birds until he has added a great many notes to his book, and can tell the group of campers on the bird walk far more about them than can the nature counselor! Bob's notebook may be mostly taken up with weather charts and forecasts, for he is an enthusiastic member of the camp weather bureau. Mary may be busily adding the constellation Hercules from memory as she saw it for the first time last night at star-gazing time, while Sue, who learned how to find that constellation last year, is placing a new dot on her drawing, marking the place of a celebrated star cluster that she just learned about last night. Emily may not be writing in a field book, partly because she just isn't the type of person who can keep one, but she may be out doing a spot of tree surgery with the tree-surgery-crew. Billy may be pasting a bit of numbered adhesive tape on a rock specimen—too busy telling everyone what he's just discovered: that the presence of certain sea animal fossils in the camp rocks means that the sea was over the campsite once many millions of years ago—to "write it up" in his field book. But what matters it—for he is about to witness his first showing of "the titanic epoch of the geological ages."

All-Year Round Use of Camps

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"During the first two hundred years of the development of this country wood was the only fuel. Today some of us have forgotten how to use it, yet it gives the same amount of heat it always gave,"—so says J. H. Rich, Forestry Department, Massachusetts State College.

Your winter camper should learn how to handle a wood fire, how to adjust drafts, and to conserve heat. He will learn that by maintaining a good bed of ash well up and around the burning coals and embers, and by cutting down the draft as much as possible, fire efficiency is greatly increased. While fireplace heating is not an economical method, it goes with winter camping and should be one of the most enjoyable parts of the winter camp program.

There are some interesting figures about fuel wood that the winter camper should learn. They should know that the heating power or fuel value is practically the same for equal weights of dry wood, regardless of species. That specific gravity may be used as a means of comparing fuel values of various woods. That dry wood is 57% as efficient as coal weight for weight.

Roughly speaking two tons of hickory, ash, beech, or sugar maple are equivalent fuel to a ton of coal. A ton of spruce, aspen, white pine or balsam is worth only about $\frac{1}{10}$ ton of coal.

If a ton of coal is worth \$10.00, a cord of hickory is worth \$10.00, but a cord of balsam is only worth \$4.00.

Winter campers should know that when wood containing water is burned (i.e., green wood) part of the heat the wood is capable of yielding is taken up in raising the water to the boiling point and converting it to steam. All this heat is lost.

These woodlot winter camping foresters learn also that wood is half-seasoned in three months, two-thirds seasoned in six months and is air dry in one year. Dry wood of course gives out the greatest percentage of heat. Resin adds as much as 12 per cent to heat value. In many species bark has higher heat value than other parts of the tree.

Further, the winter camper learns to measure wood, and discovers that a pile of stacked wood 8'x4'x4' containing 128 cu. ft. is a cord.

The winter camping youngster is taught the practical details of managing wooded areas.

While he is interested primarily in keeping warm, he learns to remove his fuel wood in such a way as not to deplete this woodlot. He discovers that it is best to cut the crooked trees and leave the straight ones, to cut inferior species but leave the more valuable, to cut trees with short brief crowns but leave all trees with thrifty crowns, to cut defective trees but to leave sound ones, and to thin only where the stand is too dense.²

Enough of practical forestry which is so important to the camper who must keep himself warm and comfortable. Keep the wind out, learn to burn wood effectively, dress properly, have plenty of good wholesome, calorie-producing food, a good water supply, and finally provide an adequate program featuring good instruction in winter-sport techniques.

Instruction under a good teacher should be given in skiing, ski conditioning, downhill running, slalom, and cross-country or touring skiing. Ski-joring, ski-jumping and possibly ski-towing should be added. It is also important to provide up-hill skiing using a ski tow.

The winter camp should be planned to give assistance to both novice and advanced skier in order that through improved techniques they may better enjoy this glorious sport. Theory sessions in skiing and the viewing of ski movies will help. Plenty of recreational skiing should be provided with just enough competition to whet the appetites of the more advanced.

Where opportunity presents itself and snow can be cleared, general skating and figure skating should play an important part in your program. Evening skating parties with music! Your bush-whacking woodsman tyro may want to snowshoe. Tobogganing, sledding, sleighing and old-fashioned hay-riding have their place.

And don't forget the rest periods following hot baths, around hot fireplaces, prior to hot meals. These rugged snow-going winter campers will want their creature comforts!

Winter camping will give your summer-camping group additional thrills of the highest order, particularly as their confidence in handling "the boards" increases and they wander over parts of your camp grounds heretofore unvisited, follow tracks in the snow, learn to know the trees in winter, and discover the new art of winter photography.

² J. H. Rich of the Department of Forestry, Massachusetts State College.